

Assessment and Evaluation: Implications for Research



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Questions for Planning a Service-Learning Project



- **How will service be integrated with learning goals?**
- **What kind of model will I use?**
- **How will community partner be involved in identifying needs and assets, project planning, implementation, and evaluation?**
- **What kinds of reflection strategies will I use?**
- **How will I evaluate student learning, benefits to community, and project design?**

Preflection



- What are your concerns about grading?
- What are your concerns about working service-learning into your research agenda?

Goals for this Session



- Learn some strategies for evaluating student work.
- Learn about research (assessment and evaluation) opportunities connected with service-learning.
- Think about how to document and disseminate your work.

TERMS

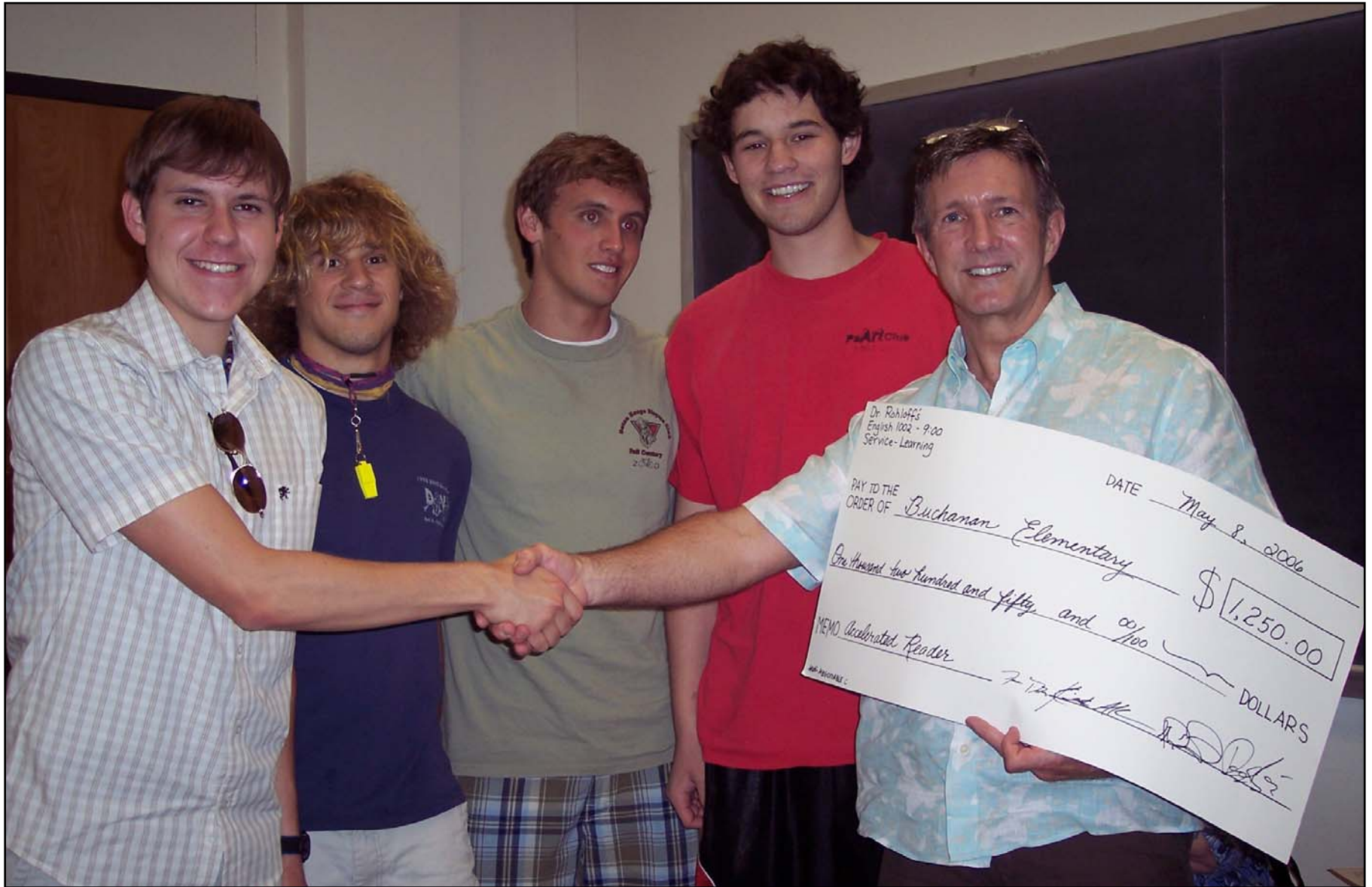


- **Assessment**
What did we see? What do we find?
- **Evaluation**
Is what we see good, bad?
- **Reflection**
One kind of assessment and evaluation
- **Service-Learning Research**
What works for various stakeholders and what doesn't
- **Community-Engaged Research**
Research with community on community issues

Tips for evaluating service or subjective student assignments



- Establish benchmarks and timelines.
- Provide for formative; not just summative assessment.
- Provide credit for **evidence** of learning; not just for service itself, description of service, or statement of learning.
- Tweak assignments you already use to measure service-learning objectives, develop critical thinking, and deepen reflection.
- Link assignments/reflection and evaluation to learning goals in syllabus.
- Include all stakeholders.
- Clearly articulate criteria (rubrics).



English students write successful “mini-grant” for Buchanan Elementary reading materials

What are rubrics?



Scoring tools that lay out specific expectations
or criteria for a grade: KISS

A=

B=

C=

D=

Why use them?

Why do service-learning & community-engaged research?



- Faculty
Is all this work paying off in achievement of my goals (learning and tenure)?
- Student
How can we maximize learning?
- Community
Are partners getting desired benefits? What do partners need to know?
- Institution
Document to community, supervisors, colleagues, and donors the value of your work; accomplish research mission to serve your constituents
- The S-L Field and your own discipline
Contribute to a growing body of research and your own research agenda (Get published and then get promoted!)

What do YOU want to know?



- About effects on students?
- About effects on faculty?
- About effects on institutions?
- About effects on community partners?
- About traditional research questions related to your students' service?

Service-Learning Research Gaps



- What discipline-specific intellectual benefits does Service-Learning offer?
- How can measures of those outcomes be embedded into the instructional process?
- Which models of service-learning produce most learning?
- How can service-learning best address diversity issues?
- How does service-learning affect faculty?
- How can faculty be best supported in their work?

Michigan Journal of Community Service-Learning

What Else Do We Need to Know?



- What are reactions of students, faculty, community to a specific service-learning experience or program?
- What are important program or course characteristics?
- What are individual differences in service-learners and how can service meet individual needs?
- What changes are manifest over time in students, faculty, or community attitudes or behaviors?
- What impact does service-learning have on communities?
- Others?

Moeley and Hironimus-Wendt

2002 TIAA-CREF Service-Learning Fellow Marybeth Lima, Professor, Biological Engineering, works at a playground site. Lima also won national Ernest Lynton Award for scholarship of engagement.



Ways to showcase the scholarship of your work in S-L



- **Present your work** at conferences
- **Publish**
 - Refereed journal, book chapter, book, etc.
- **Procure grant funding** if necessary
- **Create a service-learning portfolio** that makes explicit your scholarship
- **You MUST promote yourself!**

Marybeth Lima

National Venues for Dissemination



- **Gulf-South Summit on Service-Learning and Civic Education**
- **Michigan Journal of Community Service Learning**
- **National Service-Learning Conference**
- **International Research Conference in Service-Learning and Civic Education**
- **American Education Research Association**
- **National Society of Experiential Education**
- **American Association of Colleges and Universities**
- **Your Own Disciplinary Conferences and peer-reviewed journals!**

National Review Board for Scholarship of Engagement



- <http://www.scholarshipofengagement.org>
- “Created to review and evaluate the scholarship of engagement of faculty who are preparing for annual review, promotion and tenure.”
- Provides evaluation criteria
- Evaluates portfolios
- Resources, readings, FAQs

CREDITS



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Stevens, D. and Levi, A. (2005). Introduction to Rubrics. Sterling, Va. Stylus Publishing

www.compact.org

www.ccell.lsu.edu> faculty info>resources for faculty> publication opportunities

www.scholarshipofengagement.org

Let's Reflect Now!



- What methods will you use to measure student learning?
- How will you integrate reflection and assessment/evaluation?
- How will you grade service-learning?
- What research questions might you ask about service-learning?
- What kinds of community-engaged research might be connected to your projects?